

**THE INFLUENCE OF USING CIRCLE TALK GAME TOWARDS
STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF
THE EIGHTH GRADE OF SMPIT DAARUL 'ILMI BANDAR LAMPUNG
IN 2015/2016 ACADEMIC YEAR**

(A SCRIPT)

By:

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ABSTRACT

THE INFLUENCE OF USING CIRCLE TALK GAME TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPIT DAARUL 'ILMI BANDAR LAMPUNG IN 2015/2016 ACADEMIC YEAR

By

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Speaking is one of four language skills which is important to be mastered. In mastering speaking, students need technique which can help them to master it easier. Circle Talk Game is one of Teaching Technique which is believed can affect students' speaking ability. The researcher conducted this research to know whether there was an influence of using circle talk game toward students' speaking ability in describing object at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in the academic year of 2015/2016.

In this research, the researcher used quasi experimental design as research design. There were two variables in this research: circle talk and students' speaking ability. The technique of collecting data was oral test. The instrument was used for the post-test. The researcher took two classes as samples; one class as the experimental class and the other class as control class. Then, the researcher conducted treatment by using Circle Talk Game as technique teaching for experimental class and dialog memorization for control class. Lastly, researcher did pre-test before treatment and post-test to know students' speaking ability after treatment. After giving the post-test, the researcher then analyzed the data using t_{test} formula.

From the calculation, it was found out that the mean of students' speaking ability gain score in experimental class was 9.3 and the mean of students' speaking ability gain score in control class was 2.2. The result of applying the t -test distribution showed that the t_{critical} was 1.672 and t_{observed} was 7.179. It means that $t_{\text{observed}} > t_{\text{critical}}$. So, alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It can be concluded that there was a significant influence of using circle talk game toward students' speaking ability in describing object at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in the academic year of 2015/2016.

Keywords: *Circle Talk Game, Experimental Research and Speaking Ability*

DECLARATION

I hereby declare this thesis entitled “The Influence of Using Circle Talk Game toward Students’ Speaking Ability at the Second Semester of the Eighth Grade of SMPIT Daarul ‘Ilmi Bandar Lampung in the Academic Year of 2015/2016.” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, October 18th 2016
The researcher

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MOTTO

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ
وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ
تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

In the name of Allah, Most Gracious, Most Merciful

83. And remember We took a Covenant from the Children of Israel (to this effect):
worship none but Allah; treat with kindness your parents and kindred, and orphans
and those in need; speak fair to the people; be steadfast in prayer; and practise
regular charity. Then did you turn back, except a few among you. And you backslide
(even now). (Q.S AL-Baqarah : 83).¹

¹ ‘Abdullah Yusuf ‘Ali, *The Meaning of Holy Qur’an*, (Maryland; Amana Publications, 1999), p. 39.

DEDICATION

This thesis is dedicated to everyone who supports and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Purwandi and Mrs.Mursini who always give their full love and pray the best things for me.
2. My beloved siblings, Siti Aminah, Rendianto and Ari Suryanto, who love and motivate me until complete this thesis.
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4. All of my beloved seniors and juniors in UKM Bapinda, UKM Bahasa, English Student Association (ESA), KAMMI, Pagar Nusa, IPNU, Caring Center, WTC Club, Rohis SMAN 1 Bangun Rejo and Rohis SMAN 1 NATAR
5. All of my beloved students of SMPIT Daarul ‘Ilmi Bandar Lampung especially in grade Seventh Abu Hurairah of SMPIT Daarul ‘Ilmi Bandar Lampung. Hopefully, all of you to be an Agent of Change.
6. My beloved Lectures and Almamater IAIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Jarwanto. He was born in Kalirejo, on January 23rd, 1993. He is the Second child of four children of Mr. Purwandi and Mrs. Mursini. He has 2 brothers whose name are Ari Suryanto and Rendianto and 1 sister Siti Aminah.

The researcher began his school to SDN 2 Watuagung, Kalirejo, Central Lampung and graduated in 2005. Next, he continued his study at SMPN 2 Kalirejo Central Lampung and graduated 2008. Then, he continued his study at SMAN 1 Bangunrejo, Central Lampung and graduated 2011. After that, he continued his study at IAIN Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

During his study in IAIN Raden Intan Lampung, he joined in several organizations such as UKM BAPINDA, UKM BAHASA, ESA, CARING CENTER, GENBI, KAMMI and IKAMABSII .When he was in 2013-2014 , he became a President of ESA and Head of Information and Communication Division of UKM BAHASA, in the same year, he also became the staff of Economic Division of KAMMI, UKM BAPINDA and Caring Center,in 2014-2015 , he become a Secretary of DPN IKAMABSII and became a Head of Education Division of GENBI IAIN.

The researcher has started his job in 2014 as an English teacher of SMPIT Daarul ‘Ilmi Bandar Lampung until now.

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Praise be to Allah, the Almighty God, the Merciful, and the Beneficent, for blessing the researcher to finish this thesis. Peace and blessing be upon the prophet Muhammad peace be upon him who has got out human from the darkness to the lightness. This thesis entitled “The Influence of Using Circle Talk Game Toward Students’ Speaking Ability at the Second Semester of The Eighth Grade of SMPIT Daarul ‘Ilmi Bandar Lampung in Academic Year 2015/2016” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Institute of Islamic Studies of Lampung.

Therefore, the writer would like to give his gratitude and appreciation to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Faculty Tarbiyah and Teacher Training of State Institute of Islamic Studies Raden Intan Lampung.
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Finally, the researcher is fully aware that there are still a lot of weaknesses in writing this thesis. He truthfully welcome critique and suggestion from the readers to enhance the quality of this thesis to be better.

May Allah the mighty bless them.

Bandar Lampung, October 18th 2016
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CHAPTER IV RESULT AND DISCUSSION

A. Data Description

The researcher got the data in the form of scores. The scores were derived from the tests. There were tests in this research, it was pre-test and post-test. The pre-test was held on March 7th, 2016. Before doing the post-test, the researcher did the treatments for experimental class and control class. The treatment for experimental class was begun on March 21th until March 28th, 2016 and treatment for control class was given on March 22th until March 29th, 2016. The post-test was held on April 4th, 2016

B. Descriptive of Treatment

1. Process of Treatment in the Experimental Class

In this research, the researcher used three times for treatment and began on 21th of March and ended on 28th March 2016. The researcher found that all activities could run well. All students were paying attention to the researcher seriously while presenting the lesson. The students did not seem to be worried and nervous and they participated the class well.

a. Description of the First Treatment

The first treatment was conducted on March 21st 2016. According to the researcher, in this first treatment the students looked nervous. The researcher asked to the students

to describe the things in the class. Some students knew how to describe it but they were still confused. So, the researcher gave explanation what describing was, and remained them about the formula. For making easy the students to understand how to describe thing, the students looked interested in teaching learning process.

b. Description of the Second Treatment

The second treatment was conducted on March 24th 2016. For this session, it was better than the first treatment because the students did not look nervous and they felt enjoyable with the materials. In the second treatment, the students was given treatment the similar technique that was circle talk game as a technique. Before applying circle talk game the researcher reviewed the material. In the second treatment, the researcher explain more about describing thing. Then, the researcher gave practice describing things by playing circle talk game and divided them into 3 groups.

c. Description of the Third Treatment

The third treatment was conducted on March 28th 2016. It was better than before because the students felt accustomed in teaching learning process. In the third treatment, the students were given treatment with the similar technique that was circle talk game. For this session the researcher start the teaching learning processs with circle talk game. The researcher divided them into several group to playing circle talk game together with the students. Finally, the researcher and the students make

conclusion about the material and asked the students what they felt during following the lesson. Most of the students says that they felt interested and enjoyable in teaching learning process.

2. Process of Treatment in Control Class

a. Description of the First Treatment

The first treatment was conducted on March 22nd 2016. According to the researcher, in the first treatment the students looked nervous the researcher asked to the student about describing things in the classroom. Some students knew how to describe it but they were still confused. So, the researcher gave explanation what describing was, and reminded them about the formula. For making easy the students to understand how to describe thing, the students looked enthusiasm in teaching learning process.

b. Description of the Second Treatment

The second treatment was conducted on March 24th 2016. For this session, it was better than the first treatment because the students did not look nervous and they felt enjoyable with the materials. In the second treatment, the students was given treatment the similar technique that was dialog memorization as a technique. Before applying dialog memorization the researcher reviewed the material. In the second treatment, the researcher explain more about describing thing. Then, the researcher gave practice describing things by playing dialog memorization and divided them

into 15 groups. The treatment ran well but the researcher found some students did not pay attention to the researcher's explanation.

c. Description of the Third Treatment

The third treatment was conducted on March 29th 2016. It was better than before because the students felt accustomed in teaching learning process. In the third treatment, the students were given treatment with the similar technique that was dialog memorization. For this session the researcher start the teaching learning processs with dialog memorization. The researcher devided them into several group to playing dialog memorization game together with the students. Finally, the researcher and the students make conclusion about the material and asked the students what they felt during following the lesson. Most of the students said that they felt bored and was nothing that can made them felt interested in following the lesson.

C. Result of the Research

1. Result of Pre-test in Experimental Class

The researcher did pre-test for experimental class and control class. The pre-test for experimental class was held on March 7st, 2016. It was the first meeting, the researcher conducted pre-test in order to find out the previous students' ability in speaking. The result showed that there were 2 students got scores higher than 75, and 28 students got scores lower than 75. The mean of experimental class pre-test was

59.6. It showed that the students ability in speaking for experimental class were still low before the treatment. (see appendix 9A)

2. Result of Pre-test in Control Class

The pre-test for control class was held on March 7th, 2016. The scores showed 3 students got scores higher than 75, and 27 students got scores lower than 75. While in control class the mean of pre-test was 59.7. Which there were 2 students got scores higher than 75, and 30 students got scores lower than 75. It showed that the students ability in speaking for Control class were still low before the treatment. (it can be seen on appendix 9B)

3. Result of Post-test for experiment class

The researcher conducted post-test in order to find out the students' development in their speaking ability after they got treatment by using Circle Talk Game. The post-test was administered on April 4th, 2016. The scores showed that the mean of post-test in experimental class was 76.6. Which there were 23 students got scores higher than 75, and 7 students got scores lower than 75. (it can be seen on appendix 12A)

4. Result of Post-test for Control Class

The researcher conducted post-test in order to find out the students' development in their speaking ability after they got treatment by using Circle Talk Game. The post-test was administered on April 4th, 2016. The scores showed that the mean of post-test in control class was 64.8. Which there were 8 students got scores higher than 75, and

24 students got scores lower than 75. While in Experimental class the mean of post test was 76.6. Which there were 23 students got scores higher than 75, 9 students got scores lower than 75. (it can be seen on appendix 12B)

D. Result of Analysis Data

1. Result of Normality Test

- The hypotheses for normality test formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

- The test criteria :

H_0 is accepted if $L_{-observed} < L_{-critical}$, it means that the data was in the normal distribution.

H_0 is rejected if $L_{-observed} \geq L_{-critical}$, it means that the data was not in the normal distribution.

Tabel 5
Normality of the Experimental and Control Class

Class	Pre-test		Post-test		Conclusion
	L-observed	L-critical	L-observed	L-critical	
Experimental	0.0842	0.1566	0.1031	0.1566	Normal
Control	0.1002	0.1566	0.0998	0.1566	Normal

Based on the table above, it can be seen that in experimental and control class showed $L_{observed} < L_{critical}$. So, H_0 is accepted and H_a is rejected. It can be concluded that the data have normal distribution. (see appendix 15 to 16)

2. Result of Homogeneity Test

- The hypotheses are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

- And the criteria of the test are as follows:

H_0 is accepted if $F_{observed} < F_{critical}$

H_0 is rejected if $F_{observed} > F_{critical}$

Tabel 6
Homogeneity Tests

	The biggest variant	The lowest variant	F-observed	F-critical	Conclusion
Pre-test	125.1678	98.3035	1.248	1.850	Homogeneous
Post-test	143.2827	115.1264	1.190	1.850	Homogeneous

Based on the table, it can be seen at the result of the test in pre-test and post-test were 1.248 and 1.190 while the $F_{critical}$ at the significant level of 0.05 is 1.850. It proved that H_0 is accepted because $F_{observed} < F_{critical}$. It means that the variance of the data is homogenous. (see appendix 17A and 17B)

3. Result of Hypothetical Test

The hypotheses were:

H_0 = There is no significant influence of using Circle Talk Game toward students' speaking ability at the second semester of the Eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in the academic year of 2015/2016.

H_a = There is a significant influence of using Circle Talk Game toward students' speaking ability at the second semester of the Eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in the academic year of 2015/2016.

The criteria of the test are as follows:

H_0 is accepted if $t_{observed} < t_{critical}$

H_a is accepted if $t_{observed} > t_{critical}$

Based on t_{test} result calculation obtained $t_{test} = 3.395$. $t_{critical}$ (it can be seen on appendix 18)

at degree of significance 5% and $df = N_x + N_y - 2 = 32 + 32 - 2 = 62$ gain $t_{test} = 1.672$. Since $3.395 > 1.672$, H_0 is refused and H_a is accepted. It means that there is a significant influence of using Circle Talk Game toward students' speaking ability at the second semester of the Eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in the academic year of 2015/2016.

E. Discussion

There are some advantages from the procedure of teaching speaking using Circle Talk Game. In addition, Circle Talk Game as teaching Method can be used to vocabulary and also teach students how words are pronounced fluently because when they speak, indirectly they produce vocabulary and learn to express words correctly. Therefore, students could use Circle Talk Game to know anything which do not see when they read a book.

Based on the result of analyzing data, it can be seen that there was significant influence of using circle talk game toward students' speaking ability. From the result of analyzing the research, it showed that the gain result of the pre-test and post-test in experimental class was higher than in the control.

Circle Talk Game was used as technique in teaching experimental class while the control class used Dialog Memorization that was used by the English teacher. Based on the result, the researcher concluded that there was a significant influence of using circle talk game towards students' speaking ability at the second semester of Eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung. It supported by the theory which says that Circle Talk Game is the talking in the form of questioning and answering. Circle talk game help students to develop respect for others' opinions¹. Therefore, the

¹ Umbreit, M. (2003, August 13). Circle Talk. Retrieved 10/02/2015 15.42 pm, from http://www.cehd.umn.edu/ssw/rjp/resources/rj_dialogue_resources/peacemaking_healing_circles/Circle_Talk.pdf

students have more chance to practice speaking and the result, there is improvement of students speaking ability.

From the analysis above, we knew that the students which were taught by using circle talk game got better result than the students without using circle talk game in teaching speaking. In short, it could be said that there was a significant influence of using Circle Talk Game in teaching speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter, the researcher has analyzed the data manually. Based on the statistical analysis, there is significant improvement of students' speaking ability between the students' pre-test and post test score of experimental class after being given treatment 3 times by using circle talk game. On the other hand, there was little improvement of students' speaking ability of control class. As the mean of the post-test was statistically higher than that of the pre-test, because $t_0 > t_c$ (t_{observed} is higher than t_{critical}). The value of t_0 is 3.395 and the value of the t_c is 1.672 and significance degree 5%, the researcher concluded that there is significant influence of using circle talk game towards students' speaking ability at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in 2015/ 2016 Academic Year.

B. Suggestion

From the advantages of using circle talk in teaching speaking to the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung, the researcher would like to give some suggestions:

1. For the Teachers

- a. Circle Talk Game as one of good technique of the teaching process is a good way to be applied in the first semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung to improve students' speaking ability in describing object.
- b. Circle Talk Game in teaching speaking is recommended for English teachers, especially for the SMPIT Daarul 'Ilmi Bandar Lampung teacher to attract the students' interest and solution in learning English.
- c. The teacher should suggest the students to more play circle talk game to improve students ability in speaking.

2. For the Students

- a. The students should more interesting technique in order to develop their ability in speaking English.
- b. The students should practice the language they had learnt with their environment event with their friends or teachers.

3. For the School

- a. The school should provide some more English Teaching Technique like circle talk game which can help the students to increase their knowledge.
- b. The school should provide another facility for students to practice and improve their English competency.

- c. Choose appropriate teaching technique while teaching in the classroom, so that the goal of teaching would be achieved.

4. For the Next Researchers

For the next researchers who want to conduct a research, the researcher suggests:

- a. Use appropriate teaching technique to other skill, such as reading and writing.
- b. The researcher only focuses on investigating whether by using circle talk game is effective to improve students' speaking ability or not. Therefore, more research on teaching speaking method is still needed.



CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings.¹ Everyone needs language because it is human communication tool. By using a language people can interact with each other. It is used to communicate ideas, feelings, beliefs, loves, knowledge, culture etc among the member of speech community each other. The function of the language is so important for human life. It is the reason why it is a central of human's interest of scientific to study.² In other words, people require a language in common to avoid misunderstanding in communicating among them. Therefore, if they are not able to communicate with other, they will be isolated from their community.

Language also can be defined as an instrument of communication that is used to express something and to stimulate a response to somebody else, and to think something. Language also can be described as a means of conveying something that is wanted to do.

¹H. Douglas Brown, *Principles of Language Learning and Teaching*, Third Edition (New Jersey: Prentice Hall Regent, 1994) p.4

²Sanggam Siahaan. *Issues in Linguistics* (Yogyakarta: Graha Ilmu Press,2008) p.185

People require languages in common in order they can communicate with others from different countries. English as one of the international languages is the most widely used by people all over the world. It is used to help them to communicate or interact with other people from different countries, and even to do their activities in the fields of trade, science, technology, etc. In fact, English is used by people through out the world either as native language, second language, or foreign language. Moreover, English is an effective language used to communicate among people with different languages from varied parts of the world. As the first international language, English is the most widely used as means of communication in both spoken and written forms.

English has many functions, one of them as stated in KTSP 2006 curriculum that English as a mean for the students to develop science, technology, culture and art. The final objective of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing.³ Teaching and learning will succeed if it is supported by some factors such as the method that is used in teaching Learning, completeness of teaching facilities, interesting media, and condition of school enviroment.

One of the expressive language elements is speaking skill. Speaking is the most common and important mean of providing communication among human-beings. Because speaking is linked to be successful in life, it has important position both individually and socially.

³Departemen Pendidikan Nasional: *Model Kurikulum Tingkat Satuan Pendidikan (KTSP)*.2006.

But, there are many problems faced by some people especially students when they want to explore their ideas orally and they are difficult to express their capability in English skill.

Tarigan said that, “*speaking is a tool to communicate which have effect in our daily activity.*”⁴ It means that speaking as the way of communication influences our individual life strongly. As we see, the speaking ability of people is different between one person to the other person.

According to Jenep, there are two factors that cause low levels of students skill in speaking they are : external factors and internal factors.⁵ External factors are including the use of Indonesian influence in someone’s family environment and society even in everyday communication, many students still use the mother tongue of contaminated one another. Internal factors are including lack of interest as well as bussiness students learning to speak with pronunciation, intonation, and spelling correctly, except that students lack confidence to express generally. Therefore, to guide the students speak English in the classroom, teachers should have an interesting technique of teaching. In conclusion that the teachers are required to create an appropriate learning strategy to make their students feel comfortable and interest.

⁴H. Guntur Tarigan, *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa*, (Bandung: Angkasa, 1990). p.8

⁵Jenep Hanapiah. *Improvement Speaking Skill by Using Drama Technique*. retrieved 14/01/2015 15.38 pm, from <http://www.teqip.com/> jurnal pp.53-60.

By interviewing an English teacher of SMPIT Daarul 'Ilmi Bandar Lampung Mrs. Peni Utami, S.Pd, who has taught for 5 years and the interview sheet, it can be seen in appendix 1A. The researcher found the students have low motivation. According to her, the teacher became the central of teaching learning process which only depends on the book, and the students had little opportunity to practice speaking English, they speak only depend on the dialogue in the book. So the students still encountered many difficulties in using English for expressing their ideas. They need a lot of practice when they are in the classroom. Thus, during the study the teacher gave more speaking practices to the students to stimulate conversation situation and to give them an opportunity to develop their speaking⁶. Then, the students need more times to practice speaking.

From the interview, the teacher did not use various technique in teaching and learning process. The questions and answers with the teacher are attached (see appendix 1A). The researcher asked the teacher about the score taken as the data. The Researcher got the data through test of speaking to the students of the second semester of eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung. The test was oral test about conversation or dialogue in the English Way Book for Grade eighth grade student about describing things. The students' individual score is attached (see appendix 2). The students' score of speaking can be seen in the following table.

⁶Interview an English teacher at SMPIT Daarul 'Ilmi Bandar Lampung, Peni Utami, June 16st, 2015

Table 1
Student's Speaking score at the Second Semester of the Eighth Grade of SMPIT
Daarul 'Ilmi Bandar Lampung in 2015/2016 Academic year.

No	Score	The Number of the students			Percentage
		8 A	8 B	8 C	
1	≥ 75	8	12	13	39%
2	< 75	22	15	14	61%
Jumlah		30	30	30	100%

Source: document of English score of the Second Semester of Eighth grade at SMPIT Daarul 'Ilmi Bandar Lampung

From the table above, it can be seen that (39%) of students got score more than or equal with 75, it means that the students who have reached KKM are 33 students and (61%) of students got score less than 75, it means that 51 students have not reached KKM. It showed that the speaking ability was low. From the table above, speaking score should be increased, because in SMPIT Daarul 'Ilmi Bandar Lampung used criteria of minimum mastery (KKM) is 75.

By interviewing the students of SMPIT Daarul 'Ilmi Bandar Lampung the researcher found that the students were still afraid to speak English in the class. The students could not use grammar and pronounce the words well. Therefore, the students did not practice to speak English in the class. Another cause was the students could not practice English and the students were not interested in English. The students came to the class with purpose of learning language; it means students want to be able to speak English. But students feel that

learning language is boring. The students lost their interest in learning.⁷ The questions and answers with the students are attached (see appendix 1B).

In fact, most of students still had difficulties in speaking. It caused by some factors. Firstly, Most of the students are too shy and afraid to take a part in the conversation. In the other words, the students are having problem with their confidence. Secondly, most of the students are still clumsy in speaking, they just speak when the teacher ask them and they lack of practice. The last, the students are not enthusiastic and not brave enough to involve in the speaking learning process. Therefore, they need a good technique to stimulate them to speak English.

From the problems above, the researcher assumed that the most of students still get difficulty to speak English well. It happened because the students have little practice in speaking and they feel bored to study English because the teachers' methods are monotonous. Therefore, if the right activities were taught in the right way, speaking activities in the class can be a lot fun, raising general motivation and making the English language classroom a fun and dynamic place to be.

⁷Interview the students at SMPIT Daarul 'Ilmi Bandar Lampung, Cahyadi, Azka, Dandi, August 14th, 2015

Furthermore, in teaching English since game is not only aid in teaching but also help the teacher to present the material especially in teaching speaking. From this definition, it can be concluded that circle talk game is one of games which helps easier to understand and more interesting in teaching learning process .

The researcher believed that by using Circle Talk Game the students could improve their confident to speak to the other and think fast to produce many words that used in conversation in enjoyable atmosphere.

By using Circle Talk Game the students should think fast to make a question related with the topic from the teacher and speak it out. On the other hand, this media encourage the students speak in front of the other confidently. The researcher assumed that the students can improve their speaking ability through Circle Talk Game.

Therefore, the researcher was interested in conducting a research entitled “The Influence of Using Circle Talk Game Towards Students’Speaking Ability at The Second Semester of the eighth Grade of SMPIT Daarul ‘Ilmi Bandar Lampung 2015/2016 in Academic Year”

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problem as follows:

1. The students could not use grammar and pronounce the words well
2. The students' motivation is still low in learning speaking ability.

3. The Students had little opportunities to practice speak english
4. The method in teaching speaking is not interesting.

C. Limitation of the Problem

In this research the researcher focused the research on the use of Circle Talk Game for teaching students' speaking ability at the second semester of eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in 2015/2016 Academic Year. In this case, the speaking activity is about describing object in the Classroom.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher would like to formulate the problem in this research as : Is there a significant influence of using Circle Talk Game towards students' speaking ability at the second semester of eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in 2015/2016 Academic Year ?

E. Objective of the Research

The objective of the research was to know whether there is a significant influence of using Circle Talk Game towards students' speaking ability at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in 2015/2016 Academic Year.

F. Significance of the Research

The result of this research is expected to give the theoretical and practical contribution.

1. For the theoretical contribution, the result of this research is expected that it will be useful knowledge for the researcher and others teacher to teach speaking in the future.
2. For the practical contribution for the teacher, students, and school.
 - a). For the teacher, is expected of the research they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
 - b). For the students, is expected that the students enjoyed in learning process.
 - c). And for the school, is expected that this research gave motivation for the school to observe in teaching English, especially in teaching speaking.

G. Scope of the Research

The researcher limits this research as follows:

1. Subject of the research

The subject of the research was the students of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in 2015/2016 Academic Year.

2. Object of the research

The object of the research was the use of Circle Talk Game and students' speaking ability.

3. Place of the research

The research was conducted at SMPIT Daarul 'Ilmi Bandar Lampung.

4. Time of the research

The research was conducted at the second semester in the academic year of 2015/2016.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

As an international language, English is considered as an important language to be learned. English as a foreign language curriculum and pedagogy have stressed on the importance of teaching communicative strategies and the functional use of language that the goal of teaching and learning English is to be well in communication in English. In addition, Harmer says, English as a foreign language is generally taken to apply to the students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target-language country.¹ It is to be a communication tool to talk to each other who have a different language.

Foreign language is one of the courses in the curriculum which students should be encouraged to talk a great deal in class and to express their ideas, not simply what the teacher tells them to say. According to Setiyadi, English is really a foreign language for language learners in Indonesia, because in Indonesia it is learned only at school and people do not speak the

¹Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (Singapore: Longman Group UK Limited, 1991) p.39

language in the society.² So that, there are many peoples who cannot speak english fluently because lack of practice.

In teaching and learning process, basically English teachers have began attempting to teach foreign languages in a way that is more similar to first language acquisition. The teacher should prepare the material instruction, media, and technique well. Brown states that teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.³ It means that teaching is a process that should be done by teacher based on the experience, knowledge and material preparation that the aim of teaching can be reached.

From the description above, it is clear that by the teaching English, students are expected to able to apply their English language for communication. Every one has known that English is the international language which is used in the world society. English is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life.

²Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Ilmu, 2006) p.10

³ H.D Brown, *Principle of Language and Teaching*, Third Edition (Prentice Hall Regents: United States of America, 1994) p.7

B. Concept of Speaking

1. Definition of Speaking

Speaking is one important part in learning. Sanggam states that: the spoken productive language skill is called speaking. It is the skill of speaker to communicate information to a listener or a group listeners.⁴ Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It had been taught since the students enter a junior high school however it is not easy for students to communicate in English. They had to think more often when speaking English.

According to Ladousse speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.⁵ Speaking is the productive skill. It could not be separated from listening.

Tarigan defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.⁶ When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from listening as it encourages learners to learn the English sounds.

⁴Sanggam Siahaan. *The English Paragraph*, (Yogyakarta : Graha Ilmu, 2008) p.2.

⁵ Nunan, David.. *Research Methods in Language Learning*. (Cambridge: Cambridge University Press, 1991) p.23.

⁶ Tarigan, H. Guntur. *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa*. (Bandung: Angkasa, 1990) pp.3-4

Based on Curriculum speaking is one of the four basic competences that the students should gain well.⁷ It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Therefore, Clark and Clark said that speaking is fundamentally an instrument act.⁸ Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this

⁷ Departemen Pendidikan Nasional. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. (Jakarta: Departemen Pendidikan Nasional, 2006.)

⁸ Nunan, David.. *Research Methods in Language Learning*. (Cambridge: Cambridge University Press, 1991) p.39.

process we can call it is an interaction between two sides. When someone speak to other person, there will be a relationship. The relationship itself is communication.

2. Concept of Speaking Ability

Speaking is the most important skill in English language teaching. It is almost impossible to have true mastery of a language without actually speaking it. In general, to encourage speaking in the early stages of a course and with students who are a little timid, give plenty of guidance on what the conversations should be about. You can give students a list of questions to ask each other or specific topics and lots of language input first.⁹ Speaking skill is the ability to use the language in a oral form. Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.¹⁰

From the theories above, the researcher assumed that in teaching language we must have the curriculum. Because the ministry of education have the curriculum for the whole students in Indonesia. As the teacher, We must give the students the guidance by following the rules from our government. Speaking skill is the important part of that curriculum, even

⁹Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, UK Edition, John Wiley & Sons, Ltd, Chichester, West Sussex, England, 2009 p.183

¹⁰Pheny Ur, *A Course in Language Teaching*, (Cambridge : Cambridge University Press,1991) p.120

they become the important subject of assessing the language teaching and the teacher should connect the others skill in teaching speaking such as listening, reading, and writing because the four skill have the relation each other. Therefore, the teacher who teaches English should be proficient in English and also should encourage the students to speak English well.

Speaking skill is the ability to use the language in oral form. According to KTSP 2006, the aim of the English teaching in Indonesia especially teaching English to Junior High School is to enable students to have the skill in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students' comprehension about interrelatedness between language and culture.¹¹ It can be conclude that Junior High School students are demanded to develop the communicative competence both in speaking and writing form in order to compete in the globalization era. Among the five skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speaking process that are proposed by B.D. Wrigth and Master G.N are:

1. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).

¹¹ Pusat Kurikulum, Balitbang Depdiknas, Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTS, (Jakarta : 2003),p.13

Harmer says :” if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech”. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

2. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know certain amount of grammar and vocabulary. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

3. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4. Fluency (the ease and speed of the flow of speech)

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities in they have got, regardless of grammatical and other mistakes.

5. Interactive Communication Skills

The last speaking element is interactive communication skills. Interactive communication skills is defined as the ability to understand something by covers some aspects related to listening ability, such as asking for repetition (a speaking strategy). Additionally, this practice also seems to be common in interactional tests such as interview, paired and group tests.¹²

From the explanation above , the researcher concluded that the concept of speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence which the competence could be measured by five criteria; grammar, vocabulary, interactive communication, fluency, and pronunciation.

3. Concept of Teaching Speaking

In teaching English as a foreign language, speaking ability is difficult to be taught and to be learned. It has relation with the technique used in the classroom. Harmer states, “in classroom a major part of the teacher job is to expose students to language that they can used in later.”¹³ It means that the teacher encourages students to explore themselves to developing speaking ability.

¹² Wright, B. D. and Masters, G. N. *Rating scale analysis*. (Chicago: Mesa Press, 1982).p.89

¹³Jeremy Harmer, *The Practice of English Language*, (Singapore: Longman Group UK Limited,1991). p.53.

Therefore, they can be challenged to expose their ability in speaking with supported by their teacher. In this case the teacher also might give opportunity to explore the students by giving theme that has relationship with students' real life communication.

Teaching speaking is much more complex than teaching any other language skill or components because it involves a command of certain skill and several different types of knowledge. Teaching speaking is an important aspect of teaching language process. In teaching speaking, besides serving a good teaching technique, a teacher should also be strategic in teaching. In learning and teaching strategy, a communication activity is the effective way in teaching speaking. So, speaking cannot be separated with communication because it can be used in daily life.

From the explanation above, the writer assumed that in teaching speaking, teacher should stimulated the students in teaching and learning process. The teacher can use technique or strategy to interest the students. Therefore, they can speak their ideas experience or feeling without being ashamed or afraid of communicating with other. In this case the researcher proposes the teaching for speaking by using Circle Talk Game.

4. Activities to Promote Speaking

The most important feature of activities to promote speaking is to provide an opportunity for the students to get the individual meanings across and utilize every area of knowledge they have. According to Ridell, there are the various kinds of activities that can be

implementes by the teachers in order to stimulate students to speak. Those activities are ranking, ballon debat, debates, describing visuals, role plays, student's talks, and discussion.¹⁴ in this research, the researcher choosed Circle Talk Game as a technique to improve the students' speaking skill because it can work with any levels and the students will enjoy the learning process..

C. Concept of Game

1. Definition of Game

There are many definitions of game. One of the definition from Webster dictionary says that game is any form of play or way of playing; amusement; recreation; sport; frolic; play.¹⁵ When we heard a word "game", our mind think that something enjoyed, interesting and competitive.

Kramer defines a game as any activity which is executed only for pleasure and without conscious purpose.¹⁶ A game is a formal description of a strategic situation. The object of study in game theory is the game, which is a formal model of an interactive situation. It typically involves several players, A game with only one player is usually called a decision problem. Game can be described formally at various levels of detail. In addition, wright states that games also help the teacher to create contexts in which the language is useful and

¹⁴ David Riddel, Teaching English as a Foreign / Second Language, (Chicago : McGraw-Hill Companies,2001),p.117

¹⁵ Neufeltd, V., *Webster's New World Dictionary*, (New York: Prentice Hall General Reference,1988).

¹⁶ Wolfgang Kramer, <http://www.thegamesjournal.com/articles/whatisaGame.shtml>

meaningful. The learners want to take part and in order to do so much understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.¹⁷ So that, Game is one technique which can attract the students' attention and interest since game should have elements of fun, enjoyment, challenge, cooperation and competition.

Game can be used at many levels, from beginner until advanced based on the player's age, cleverness and background. Everybody likes game because it is challenging and usually there is a reward besides it. Such as score or point, it make a situation on the game lively and the player did not feel bored and try to be the best on the game or on their team.

By playing games, the students would not only got fun of learning, but also a goal and structure. In addition, hadfield states that a game is activity with rules, a goal and an element of fun. There are two kinds of games, in which players or teams work together towards a common goal.¹⁸ it will make them increase their self confident. Furthermore, make them easier to get the materials by make the students feel enjoy and comfortable.

¹⁷ Andrew Wright, betteridge and Michael buckby, *Games for Languauge Learning*,(London : Cambridge University Press, 2006) pp. 58-59

¹⁸ Jill hadfield, *Advancd communication games*, (Cambridge :Cambridge University Press, 1987) p.66

2. Advantages of Using Game

According to Kim, some advantages of using games in the classroom are motivating, challenging and require effort and practice of the different skills from the students giving them the opportunity to interact and communicate meaningfully in the target language.¹⁹ It means that most of students are afraid of speaking and they just keep silent when teachers are teaching speaking in class but games will motivate students in learning because it is fun and enjoyable. In general, games have many advantages :

1. Game can practice with from which an importance language in learning strategy without students realize that they are learning.
2. Games are also very tolerant with errors and help learner to do something like guessing the meaning of words or phrases. This situation make the students more concentrate on content that from.
3. Games help student to identify more closely with the target culture. Thus game can provide many inputs. These can be gained from the meaningful and engaging context of the activity.
4. Games can make students interested in learning English and give respond for it.²⁰

According to Carrier, there are some advantages of using games in the classroom they are:

- 1) Games give a variety of tools to facilitate the teaching-learning process.

¹⁹ Chris Valeska. *Op Cit*.p.13

²⁰ *Ibid*

- 2) Games are flexible. It means that they can be used for teaching any aspect of the language.
- 3) Games make the lesson less monotonous
- 4) Games raise the students' motivation
- 5) Games make students produce language subconsciously
- 6) Games stimulate students' participation and give them confidence.
- 7) Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class
- 8) Games can also serve as a testing mechanism. Because they expose the students' weaknesses and strengths.²¹

Games also provide themselves a revision of exercises serving learners a recall of material in an entertaining and pleasant manner. Games could have consequences in both the introverted students, and in the willing ones, that is why teachers should pay attention in the classroom since games tend to encourage motivation in learners generating communicative proficiency. Games do not have to be used only for simple excitement of the class, but also can be used for the assessment of the students during the language lessons, and as a result of the assessment, bringing in mind a specific goal for the improvement of learners' communicative competence.

²¹ Maritza et al, *Interactive Games in the Teaching-Learning Process of a Foreign Language*, 2007, p.51

3. Types of Game

Nowadays, teachers are using games more often. That is why a good number of game books have been published. The most common are those focused on grammar, vocabulary, reading, and oral communication. In contrast, there are just a few books that mention some games related to the pronunciation sub skill, listening, or writing skills.

Although several books are aimed at some skills and sub skills of a language, there are other ways in which games can be classified and some of them are the following:

- 1) According to students' age games are designed for children, teenagers, youngsters, or adults. It is often very much a matter of opinion and local circumstance to place a particular game in one of these categories. In other words, the teacher chooses the game according to students' needs, and also considers their personalities.
- 2) According to students' level there are games for elementary, intermediate and advanced. A peculiarity, which exists in games, is their flexibility of adaptation, this means that the same game can be used in an elementary level or in an advance one by just adapting the complexity of the item studied or practiced.²²

In addition, Game can also stimulate students to learn English better so that they can improve their English well. Games can provide attractive and instructionally effective frameworks for learning activities; one of the most important reasons for using games is

²² Maritza et al, *Op Cit*, p.56

simple that they are immensely enjoyable for both teachers and students. One of kinds of games is Circle talk game.

4. The Concept of Circle Talk Game

Whatever our cultural or ethnic background our ancestors probably sat in circle. Many of stories that we call sacred, many of the laws we have were originally told or made in circle. Encourage(s) people seek ways of moving beyond differences in a good way to build better relationships. It is not : that all circle draw out only the good in people, but circle do y encourage and enable people to take the high road, to share with others in a good way. Thus, more emphasis must be given to improving the game, not winning the game, and solving problems, not head to head, but side by side. Circle creat spaces for disagreement without being disagreeable.²³ It means that it is a process where every student trully becomes a better teacher and learner.

Circle are characterized by the use of a talking piece, which regulates communication. Both talking and listening are important in circle because mutual understanding lays the grounwork for deeper, more meaningful discussion. Only participant who holding the talking piece can talk. Participant who do not have talking piece get to listen and reflect on what the person with the talking piece says. The talking piece is a meaningful and symbolic

²³ Draf book on peace making circle. Kay Pranis, Barry Stuart, Mark Wedge. February 2002. (unpublished)

object that the facilitator, also called the “circle keeper”, brings to the circle.²⁴ Its means that circle process are based upon equality between student of sharing power with each other instead of having power over one another in this Circle Talk Game.

Talking circle or Circle Talk is a group of individuals working together in a intentional way to address a concern or task brought to the circle.²⁵ in talking circle , a topic , problem , behaviour, or concern (not a person), is placed at the center of the circle as the object of reflection.to accomplish and support the task a talking circle may take different forms : the use of a talkin piece, the use of a conversational mode (a free flow conversation) or the use of silence.

Circle Talk Game is the talking in the form of questioning and answering. Circle talk game help students to develop respect for others’ opinions²⁶. It shows that the students listen carefully what their friends says next, retell their friends’ argument to the others and there is no debate in the circle talk game because the teacher ask the students to listen carefully their friends’ argument and retell it to the other.

²⁴Currie,S., & Kaminski, J. (2009). *Talking Circle*. Retriewed 10/05/2016 14.12 pm, from: <http://firstnationpedagogy.ca/cirletalks.html>

²⁵ Baldwin, C. *Calling the circle : The first and future culture*. (Toronto : Bantam Books, 1994). p.98

²⁶ Umbreit, M. (2003, August 13). *Circle Talk*. Retriewed 10/02/2015 15.42 pm, from http://www.cehd.umn.edu/ssw/rjp/resources,rj_dialogue_resources/peacemaking_healing_circles/Circle_Talk.pdf

The way of this game is very simple. Students as players should make a group consist of 5 students. Then, the students will stand up and give the question to their friend who stand up in front of them (one circle within the other). Students in that circle share their respons with their partner who listens and ask questions, when students in the inside circle have finished sharing, the outside circle shares their thoughts with their partner. Next, the outside circle rotate one or two places to their left or right, the discussion process in then repeated using either the same or the same or new question.²⁷

By using Circle Talk Game, the students should think fast to make a question related with the topic from the teacher and speak it out. The space of this game is normal classroom. It can be played for the whole class. The teachers also could divide their students and use Circle Talk Game in two sections.

From explanations, it seems that in Circle Talk Game the students are trying to solve students' speaking problem. Circle Talk Game as a strategy in teaching and learning process, especially in teaching and learning speaking, it will improve their confident to speak to the other and think fast to produce many words that used in conversation in enjoyable atmosphere.

²⁷ Pranis,K. (2005). The Little book of Circle Processes : A new/old approach to peacemaking. Intercourse, PA: Good books.

5. The Procedure of Teaching Speaking through Circle Talk Game

Here are the procedures of teaching speaking by using Circle Talk Game :

- 1) Place students in two concentric circles (one circle within the other). This structure facilitates dialogue between students.
- 2) Have students sit or stand facing each other to encourage active listening between partners
- 3) Pose a scenario, question or issue for students to consider and discuss
- 4) Allow thinking time approximately 15 to 30 seconds
- 5) Nominate the inside circle to start. Students in that circle share their responses with their partner who listens and ask questions. Allow 30 seconds to 1 minute for sharing time
- 6) When students in the inside circle have finished sharing, the outside circle shares their thoughts with their partner
- 7) Have the outside circle rotate one or two places to their left or right. The discussion process is then repeated using either the same or new question
- 8) to debrief , discuss the ideas produced during the circle talk. List any questions that students identified the generate further learning.²⁸

6. Advantages and Disadvantages of Teaching English through Circle Talk Game

1. Advantages

The advantages of teaching English through circle talk are :

²⁸ Available on <http://www.det.wa.edu.au.com/>. Accessed on January 30th 2016

- a) For the students, they are felling enjoy about the learning process, and increace their togetherness of the team.
- b) For the Teacher easier to explain about the material which will be explained.

2. Disadvantages

- a) For students, they enjoy their game but, don't know about what the aim of the game. After that the teacher explain them twice. Beside that theclass will be noise.²⁹
- b) For the teacher, need more time to explain about the material. After that the teacher explain them twice.

D. Theoretical Framework

Speaking is a skill which uses by someone to communicate orally in daily life whether at school or outside of the school. Most teachers tried to find techniques in order to make students interested in learning speaking. At least, they could speak in a simple conversation freely.

In fact, the students at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung had difficulties in speaking subject. It was caused by some factors : first, they were too shy and afraid to speak in front of the class because lack of self-confidence.

²⁹Edward Janeth, Available on <http://www.educationstar1.blogspot.com/>. Accessed on June 23rd 2015.

Second, they were unmotivated and lack of practice. The last, they needed an interesting technique to stimulate them to speak in the class.

In order to solve the students' problems faced by the students at the second semester of the eighth of SMPIT Daarul 'Ilmi Bandar Lampung, and make students more motivated, circle talk might provide for help them to improve their oral ability. Circle talk presented a real life situation and provided more useful and interesting lesson. So, the students could speak freely and confidently in front of the class and this technique quite interesting and reduce students' boredom in learning English. Based on the statement above, the researcher assumed that circle talk can be very applicable to use for teaching learning English especially in speaking.

E. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

H_a : There is a significant influence of using Circle Talk Game towards students' speaking ability at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in 2015/2016 Academic Year.

H_o : There is no significant influence of using Circle Talk Game towards students' speaking ability at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in 2015/2016 Academic Year.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applied quasi experimental pretest-posttest design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that the researcher used pretest and posttest, in quasi experimental design is use randomly assigning students to the two groups would disrupt classroom learning. This research employed two classes. One is the experimental class and second is control class. The research design could be presented as follows :

Table 2
Pretest - Posttest Design

Select Control Group	Pretest	Control Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen. (8th Edition). *Introduction to Research in Education*. (Canada,:Wadsworth Cengage Learning)., p.301

Based on the table above, the researcher selected two classes as the sample of this research that consist of experimental class and control class. The experimental class taught by using Circle Talk Game as a treatment whereas in the control class taught by Dialog Memorization. The researcher conducted pretest and posttest for control class and experimental class.

B. Variable of Research

There were two variables of this reseearch, they are independent and dependent variable. Independent variable is those that the researcher chose to study in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or some how influence at least one other variable. The variable that the independent variable was presumed to affects is called a dependent variable. In common sense terms, the dependent variable “depend on” what the independent variable does to it how to affects it.²

.The Variable are :

1. The variable is Circle Talk Game as X variable (Independent variable)
2. The students' speaking ability as Y variable (Dependent variable).

² Jack R. Fraenkel and Norman G .Wallen. (7th Edition). *How to Design and evaluate in education Reseach*, (New York : McGraw-Hill, 2009). p.42

C. Operational Definition of Variable

This operational definition of variable is used to explain the variables which used in this research to avoid misconception of variables presented in this research. The operational definition of variable is as follow:

1. Independent Variable (X)

Circle talk game in this research is a kind of communication technique for teaching speaking by allowing the students to work in groups to use their imagination and creativity to make their friends know about their meaning by giving the description of the object.

2. Dependent Variable (Y)

Students' speaking ability in describing object is their verbal intelligence in producing language naturally to achieve the communicative competence which the competence can be measured by five criteria; grammar, vocabulary, interactive communication skills, fluency, and pronunciation.

D. Population, Sample and Sampling Technique

1. Population

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.³ The population of this research were all the Students of SMPIT Daarul

³ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York, McGraw-Hill, 7th ed., 2009) p. 90

‘Ilmi Bandar Lampung. The total numbers of all the eight grade students are 90 students that were divided into 3 classes. Based on the statement, all the students was the population in this research. The total number of eighth grade of the students at SMPIT Daarul ‘Ilmi Bandar Lampung can be seen from Table 3 :

Table 3
The Total Number of the Eighth grade Students of SMPIT Daarul ‘Ilmi Bandar Lampung in 2015/2016 Academic Year

No	Class	Gender		Number of students
		Male	Female	
1	VIII A	30		30
2	VIII B		30	30
3	VIII C	15	15	30
JUMLAH		45	45	90

Source : SMPIT Daarul ‘Ilmi Bandar Lampung in 2015/2016 Academic Year.

2. Sample

Fraenkel and Wallen state a sample in a research study is the group on which in-formation is obtained.⁴ It means that sample is part of individual members which is choosen to represent of the whole population. Based on the population, the researcher took two classes as the sample of the research. They were VIII A as control class and VIII C as experimental class.

3. Sampling Technique

⁴*Ibid*.p.90

In this research, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.⁵ Furthermore, in getting the sample, the researcher use random technique, each group of population has same chance to be chosen as a sample. Then the steps of sampling technique are as follows:

- a) Names of each class wrote in small pieces of paper
- b) All pieces of paper rolled and put into a cup and shook it.
- c) After that the researcher took two piece of rolled paper randomly by shaking the cup.

The first name of class in roll paper taken the first shake as the experimental class and the second one as the control class.

E. Data Collecting Technique

In collecting the data, the researcher used an oral test to know the students' speaking ability in describing object after they are taught by Circle Talk. It was used to measure the students' ability in speaking. To collect the data, the researcher used pretest before gave the treatment by circle talk game in experiment class and dialog memorization on control class, then used posttest after gave the treatment. The post-test done to know students' speaking ability.

F. Research Instrument

⁵*Ibid*, p. 95

In this research, the instrument was an oral test. The purpose of the oral test is to measure the students' speaking ability in describing object in the classroom. The teacher asked the students to come forward and describe one thing based on the topic. (The research instruments are Attached in Appendix 4A)

There were rubric criteria of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the researcher used the oral English Rating Sheet that are proposed by B.D. Wriyth and Master G.N.⁶ Table 5 shows the fifth criterias of the Rating Sheet Score.

Table 4
The Rating Sheet Score

No.	Criteria	Rating Score	Comments
1	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally partinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary contruction quite accurately but does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be

⁶B. D. Wright and Masters, G. N. *Rating scale analysis*. (Chicago: Mesa Press. 1982)

			understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Interactive communication Skills	5	Almost wholly effective at communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/expand their opinions and by negotiating meanings both verbally and non-verbally (e.g. ask for clarification, indicate understanding, establish common ground, correct others' utterance and respond to requests for clarification).
		4	Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/disagree), asks questions, negotiates meanings verbally and non-verbally and develops the interaction in some but not all the occasions.
		3	Communicates adequately in most everyday contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although

			occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction..
		2	Interaction is ineffective because it is too passive (talks only if required), it lacks coherence or it is monologue only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful.
		1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
4	Fluency	5	Has complete fluency in the language such that his/her speech is fully accepted native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.

		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.
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Maximal score = 100

$$Students' Score = \frac{Obtained\ score}{25} \times 100$$

$$Students' Score = \frac{Obtained\ score}{25} \times 100$$

G. Research Procedures

There were steps that planned by the researcher to apply the research procedures well. The steps are as follows:

1). Determining the subject

The researcher determined the subject. In this case the researcher choose the eighth grade Students of SMPIT Daarul 'Ilmi Bandar Lampung as the subjects of the research, VIII C as the experiment class and VIII A was control class.

2). Determining the instruments of the research

The researcher determined the instruments that used to measure the students' speaking ability the instruments is oral test. The students got the same instrument for both classes in several topics.

3). Conducting treatment

The researcher got the treatment in three meetings. In the experimental class, the researcher as the teacher taught the students by using Circle Talk Game. The students got the explanation about describing people or tools in the classroom.

In the control class, the researcher as the teacher taught the student without Circle Talk Game but using dialog memorization technique. The students got the explanation about describing people or tools in the classroom.

4). Administering the post-test

The researcher conducted the post test after the treatment. By giving the post-test, the researcher knew the students improving their speaking ability or not. The test was the teacher asked the students to describe one thing based on the topic.

5). Analyzing the result of post test

In analyzing the result, the researcher was going to compare the result of post test between experimental class and control class. To know whether the post test score of experimental class is higher than control class.

H. Validity

Fraenkel and Wallen say that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inference a researcher makes.⁷ Based on the statement validity is the most important idea to consider when preparing or selecting an instrument

⁷Jack R. Frankael, Norman E, Wallen, *How to Design and Evaluate research in Education*(New York,Mc Graw.Hill Inc,6th, 200) p.150

for use. A test can be said valid if the test measures the object to be measured and suitable with the criteria.

There is some criterion of good validity as follows:

a. Content validity

Best and Kahn stated “*Content validity* refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists”.⁸ It means that to get the content validity, the test adapted with the English way for grade 8 as student’s book, that is the test is suitable with the material that teach to the students. Therefore, the instrument of the test must be agreement with the objectives of learning in the school which it is based on the syllabus (see appendix 5). because the test must be able to measure the students’ speaking ability at the eighth grade of Junior High School.

b. Construct validity

Construct validity focused on the kind of the test that is used to measure the ability. In other words, the test could measure what needs to be measured especially in speaking skill. Best and Kahn stated “*Construct validity* is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.”⁹ Construct validity refers to assumption, showing the measurement use contains correct operational definite, which is based on the theoretical concept. In other words, construct validity is

⁸John W. Best and James V. Kahn, *Research in Education* (New Delhi: Prentice-Hall, 7th ed., 1995) p. 21

⁹*Ibid*, p. 219

just like a concept, both of the mareabstraction and generalization that need to be defined so clearly that can measured and be examined. In this research, the researcher administrated an oral test,the scoring covers five aspects of speaking that are adapted from Brown,and they are, Grammar, Vocabulary, Communicative Skills, Fluency and Pronunciation. To make sure,the researcher consulted the instrument to the English teacher. By considering these five aspects that would be scored, the English teacher at SMPIT Daarul ‘Ilmi Bandar Lampung. The teacher is Mrs. Peni Utami to make sure the validity of the test are valid. The validation form can be seen on appendix 5.

I. Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.This quality is essentialinany kind of measurement. People who use such measuring instruments must identify and use techniques that will help them determined to what extent their measuring instruments are consistent and reliable.¹⁰ Reliability means the data can be believed so, it can be relied on.

To know the reliability means of the test, the researcher used the following steps : firstly, gave the pre-test and posttest, secondly, collected the result and analyzed it. And the last analyzed the difference between the pre-test and post-test result.

¹⁰Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen. *Introduction to Research in Education*. (Canada, Wadsworth Cengage Learning, 8th Ed)p.236

Therefore, Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹¹ Besides having high validity, a good test must have high reliability too. To get the reliability of the test, the researcher used inter rater reliability. This inter rater reliability counts level of the reliability based on two series of score that got by two raters or more simultaneously.

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent.¹² In this research, the researcher got score from the speaking test and the score should be consistent with assessment. The researcher asked the students to describe the things in the bag. Meanwhile, the others students would guess it

To get the reliability of the test, the researcher used inter-rater reliability. It was done by two raters who were examined the students' speaking test with the intention of knowing the reliability of the test. To estimate the reliability of the test, the researcher used rank order correlation formula as follows :

$$r = 1 - \frac{6 (\sum D^2)}{N (N^2 - 1)}$$

Note :

¹¹ Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

¹²John W. Creswell. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*. (New York: Pearson Education. 4th ed. 2012).p.159

R = reliability

D = the difference of rank correlation

N = number of students

Consequently, to know the degree of the level of reliability of written, researcher consulted the criteria of reliability as follows :

0.80 – 1.00 = very high

0.60 – 0.80 = high

0.40 – 0.60 = medium

0.20 – 0.40 = low

00 – 0.20 = very low

Then, the reliability of pre-test and post-test are attached (see Appendix 15 and 17)

J. Data Analysis

The data were statistically analyzed by using technique and steps as the following formula shows:

1. Normality Test

The researcher used normality test to know whether the data have a normal distribution or not.¹³ When the data had been collected, the normality test was applied. The hypotheses for normality test are formulated below:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

The steps for normality test are described below:

- a. Arrange the sample's data from the lowest until the highest
- b. Determine the score of Z from each datum by using the following formula:

$$Z = \frac{X_i - \bar{X}}{S}$$

Where:

S : Standard of Deviation

X_i : Single Datum

X : Coeficient of Single Datum

- c. Determine the probabily of each Z score with $f(Z)$ by using:

If $Z > 0$, then $f(Z) = 0.5 + \text{table score}$

If $Z < 0$, then $f(Z) = 1 (0.5 + \text{table score } (SZ))$

- d. Count the cumulative frequency of Z score (SZ)

- e. Count the differential of $F(Z_i) - S(Z_i)$

¹³ Ag. Bambang Setiyadi, *Op.Cit.* p.169

- f. Determine the L_{observed} score with the highest score compared to the L_{critical} score from the table of Lilliefors.
- g. The criteria are as follows :
1. H_0 is accepted if L_{observed} is higher than L_{table} . It means the distribution of the data is normal.
 2. H_a is rejected if L_{observed} is higher than L_{table} . It means the distribution of the data is not normal.

2. Homogeneity Test

Homogeneity test was used to know whether the data in experimental class and control class are homogenous or not. In this case, F-test or two variance is used to know the homogeneity of the test. The formula is as follows:¹⁴

$$F = \frac{S_1^2}{S_2^2} \quad \text{Where } S^2 = \frac{n \sum X^2 - (\sum X)^2}{n(n-1)}$$

Notes

F = homogeneity

S_1^2 = the highest variance

S_2^2 = the lowest variance

While the criteria are:

¹⁴ Ag. Bambang Setiyadi, *Op.Cit.* p.169

1. H_a is accepted if F_{observed} is lower than or equal to F_{table} means the variance of the data is homogeneous.
2. H_o is rejected if F_{observed} is lower than F_{table} means the variance of the data is heterogonous.

3. Hypothetical Test

This test is used to determine whether the data fulfill the criteria of the quality of variance.

The test used T-test to analyze the data. The T-test formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where:

$T = T_{\text{test}}$

$M_x = \text{Gain } x$

$M_y = \text{Gain } y$

$N_x = \text{Number of students in the control class}$

$N_y = \text{Number of students in the experimental class}$

$\sum x^2 = \text{Average deviation in control class}$

$\sum y^2 = \text{Average deviation in experimental class}$

To know the result of each group, the researcher use the following formula:

$$M_x = \frac{\sum x}{N_x} \text{ and } M_y = \frac{\sum y}{N_y}$$

M_x = the result of the group (X)

M_y = the result of the group (Y)

$\sum x$ = the variance of the students of control class

$\sum y$ = the variance of the students of experimental class

N_x = the number of subject (X)

N_y = the number of the subject (Y)

The hypotheses are:

H_0 : There is no significant influence of using circle talk game toward students' speaking ability at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in the academic year of 2015/2016.

H_a : There is a significant influence of using circle talk game toward students' speaking ability at the second semester of the eighth grade of SMPIT Daarul 'Ilmi Bandar Lampung in the academic year of 2015/2016.

The criteria for the hypothesis are:

H_a is accepted if the F_{observed} is equal or lower than F_{table} .

H_0 is accepted if the F_{observed} is not equal or higher than F_{table} .

**THE INFLUENCE OF USING CIRCLE TALK GAME TOWARDS
STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF
THE EIGHTH GRADE OF SMPIT DAARUL 'ILMI BANDAR LAMPUNG
IN 2015/2016 ACADEMIC YEAR**

(A SCRIPT)

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